DOCUMENT RESUME

ED 320 878 SP 032 432

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TITLE New Models for Teacher Education: Redefining the Roles of State Licensing Agencies, Schools, and Colleges.
PUB DATE Feb 90
NOTE 32p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990); brochures on colored paper do not reproduce well in appendices.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation; *College School Cooperation; *Cooperative Planning; Higher Education; Mentors; Nontraditional Education; *Preservice Teacher Education; Program Descriptions; Schools of Education; State Agencies; *Teacher Certification
IDENTIFIERS *Bloomington Public Schools MN; *College of Saint Thomas MN

ABSTRACT

Several nontraditional models for teacher education have been developed in Minnesota involving collaboration between state licensing agencies and school and college personnel. Two such efforts are the nontraditional preservice and inservice programs at the College of St. Thomas (St. Paul) and the beginning teacher mentor demonstration project in the Bloomington schools. At the college, courses are offered in large time blocks, on weekends, or in one-night-a-week formats. The Bloomington project is a collaborative effort of the College of St. Thomas and the Bloomington school district. Both programs are succeeding because of trust relationships that have been systematically developed over time; representatives of the schools, the college and the licensing agency also recognize the continuing need to find more effective ways of working together. A list of 10 recommendations, and a short bibliography conclude the report. Appendices include a paper concerning the Minnesota state licensure requirements complementing nontraditional models for teacher preparation; the College of St. Thomas brochure describing its initial licensure and Master of Arts in Curriculum and Instruction for Elementary Education programs; and a description of the Bloomington mentor-mentee program. (JD)

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Paper Presented at the 42nd Annual Meeting of the
American Association of Colleges for Teacher Education
Chicago, Illinois, February 1990

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NEW MODELS FOR TEACHER EDUCATION: REDEFINING THE ROLES OF STATE LICENSING AGENCIES, SCHOOLS, AND COLLEGES

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New Models for Teacher Education: Redefining the Roles of State Licensing Agencies, Schools, and Colleges

Paper Presented at the 42nd Annual Meeting of the American Association of Colleges for Teacher Education Chicago, Illinois, February 1990

ABSTRACT

Teacher education is quickly evolving, reflecting the dynamic complexity and heterogeneity of our society. Collaboration of state licensing agencies and college and school personnel is essential to aggressively pursue creative options to meet student and societal needs. This collaboration, however, requires a careful examination of the roles each of those three groups plays in teacher preparation and necessitates the development of compatible working styles. This paper describes the development of several non-traditional collaborative efforts in Minnesota and discusses some of the preliminary lessons learned from the cooperative development and implementation of those programs.

INTRODUCTION

Rapid changes are taking place in teacher education, reflecting the increasing complexity and heterogeneity of our society. Teacher preparation is being recognized as too critical a job for any one part of the system to handle alone. While traditional full-time day teacher training programs continue to be the norm, a variety of formats are being explored across the country. These non-traditional programs are attempting to address several crucial educational issues including: providing access to credentials for persons from all sectors of the population (particularly those groups which have traditionally been overrepresented in lower socioeconomic levels); and minimizing time constraints which have effectively caused a division between K-12 and college /university faculties.

Collaboration among state licensing agencies, college faculty, and school personnel is essential to aggressively pursue creative options to meet student and societal needs. This collaboration, however, requires a careful examination of the roles each of those three groups plays in teachers preparation and necessitates the development of compatible working styles. In

Minnesota, alternatives to traditional programs (i.e., weekend college and extended degree programs), encouraged by the State's licensing agency, are creating new and exciting possibilities for shared responsibility for teacher education and are encouraging the development of stronger partnerships among stakeholders.

PARTNERSHIPS IN MINNESOTA

Minnesota's needs have been different from some other states regarding alternatives to traditional teacher licensure programs because Minnesota has experienced teacher shortages only in numbers of minority teachers prepared. Minnesota's interest, therefore, has been in finding ways to attract and retain "the best and the brightest" in teaching rather than to find ways to prepare a greater number of prospective teachers in general. Minnesota's teacher education process is governed by the Minnesota Board of Teaching (BOT), a Governor-appointed eleven member board which consists of six classroom teachers, one higher education faculty member, one school administrator, and three members of the public -- two of whom must have had local school board experience. Together, this board determines the standards for the state's 48,000 teachers and 26 teacher preparation institutions.

In addition to overseeing initial and continuing licensure procedures, the Board of Teaching is charged with providing leadership in teacher education improvement issues. It has served as the funding agency for numerous teacher preparation improvement projects, including grants to fund and pilot induction programs for beginning teachers. One of its most useful function for assisting in the development of alternative licensure methods has been its establishment of "Rules for Experimental Programs." Under these rules (included as part of Appendix I), institutions of higher learning have been encouraged to be bold in

trying new options for teacher preparation. Experimental programs, under the BOT guidelines, can be justified if the program: 1. can serve as a replicatable model, 2. can demonstrate its grounding in current research in teacher preparation, 3. has an ongoing research and development component, 4. is significantly different from the IHE's currently approved program, 5. provides opportunities for students enrolled in the program to know and apply current research, 6. provides opportunities for students to have regular and systematic field experience, 7. is cooperatively designed, implemented, and evaluated with teaching practitioners, 8. provides opportunities for staff development and supports the change process, and 9. ensures that students enrolled complete the academic knowledge component in the field for which they are preparing.

Minnesota Non-traditional, Collaborative Higher Education Initiatives: Case Study - College of St. Thomas, St. Paul

With encouragement and cooperation from the Board of Teaching and from local school districts, the College of St. Thomas (St. Paul, MN) has been unusually successful in offering both pre-service and in-service licensure programs through a variety of non-traditional delivery systems. The College offers both elementary and secondary initial licensures through post-baccalaureate evening and weekend college formats, making licensure accessible to persons who need to or choose to work during the time they are completing their teaching credentials. Courses are offered in large time blocks on weekends or in one-night-a-week formats, with the exception , of course, of field experiences and student teaching. Field experiences are, again, handled through a variety of individually developed plans, including paid full-year internships. A significant strength of the models is that they allow far greater than usual participation of excellent teaching practitioners, since those persons

are not teaching their K - 12 students during the same time that the college classes are being offered. Copies of the brochures for these programs are included as Appendix II.

In addition to initial licensure offered both through traditional day-time and more flexible time-frames, the College of St. Thomas is successfully offering advanced programs on-site at locations across Minnesota and in several other states including Tennessee and California. It has run fifty-nine extended degree master's level programs at local school sites since it began this type of programming in 1976. Careful structuring of faculty loads has allowed courses in these programs to be taught primarily by full-time St. Thomas faculty rather than by local adjunct professors.

A typical extended degree program involves twenty to thirty elementary and secondary teachers from one or two local school districts taking ten selected courses as a cohort over an 18 to 24 month period. Courses are delivered at one of the local schools or, if several districts are involved, sometimes at a neutral location such as a hotel. The intensive nature of these programs and the close relationship developed between the program coordinators and local school officials have caused them to have significant philosophic impact on the districts involved. The close association with the districts involved has likewise had significant impact on St. Thomas' programs. Appendix III gives additional information about the extended degree option.

Minnesota Collaborative School Initiatives: Case Study - Bloomington Minnesota Schools

All programs funded through the Minnesota Department of Education in recent years have included a school/higher education collaboration component. The Bloomington Schools, in partnership with the College of St. Thomas, received one of eleven state grants to fund a beginning teacher mentor demonstration project which began in 1988. The mentorship program, described in Appendix IV, was funded through a grant written by a team of Bloomington and St. Thomas staff members, and a strong relationship has developed between the College and the district. The Bloomington Mentor Site Director oversees placements of St. Thomas students who are doing field experiences and student teaching in the district, and St. Thomas faculty members serve in a variety of advisory and in-service roles in the district. The lines of responsibility for pre-service and in-service teacher preparation continue to cross as the College and district explore new approaches to collaboratively prepare excellent teachers.

TRUST BUILDING PROCESSES

Focus group exploration of reasons for the increasingly effective collaborative style evident among Minnesota's state licensing agency, Bloomington Schools, and the College of St. Thomas, indicates that a number of factors have worked together to build an atmosphere of trust among persons in those groups (Lindquist, et. al., 1990). In contrast to relationships in some states reported by colleagues to be almost adversarial in nature, a team approach to teacher preparation is becoming increasingly the reality in Minnesota. The trust relationships that have allowed this to happen have not happened by accident, but instead have been systematically developed over time, with initiatives coming from all sectors.

Collaboration is based on a very personal level of mutual trust, since coordinated effort also involves sharing of power. Many Minnesota activities and organization factors have contributed to the opportunities for persons from each of the three sectors to get to know, and come to trust, each other on a personal level:

- The Board of Teaching, with its mandated membership of teachers and college personnel
- The legislatively supported, process-oriented, group development of "Minnesota's Vision for Teacher Education, " with input from a broad-based set of education professionals
- The Minnesota Education Effectiveness Program, a widely adopted model of collaborative school improvement strategies
- Advisory boards and task forces with mandated cross representation
- Strong state affiliates of AACTE and ATE which are inclusive in spirit
- Collaboratively planned staff development projects and state-supported workshops on topics such as outcome-based education
- Non-traditional formats for teacher preparation programs which are allowing many more practicing teachers to serve as adjunct faculty
- Extended degree programs which are taking college courses into local districts
- Expanding Community Education connections

CONTINUING CHALLENGES AS THE REDEFINITIONS EVOLVE

Those areas where representatives from the state licensing agency, Bloomington Schools, and St. Thomas reported continuing need to find more effective methods of working together include: 1. more time to work together) , 2.

more effective, quicker communication (we have learned to rely on FAX and are exploring other technical means of more efficient communication) 3. funding - dealing with continuing issues of who can and does pay for what portions of teacher preparation when responsibility is shared, 4. longitudinal studies - how to assess things that are process-oriented and new in meaningful ways, 5. meeting private school needs, 6. changing the public perception of teacher education, and 7. keeping from feeling overwhelmed by all that is going on in teacher education.

WHAT WE ARE LEARNING: CONCLUSIONS AND RECOMMENDATIONS FOR REDEFINED ROLES

1. The most important first step is to clarify the vision for teacher education in the state, remembering that an inclusive process is as important as the product.
2. Effective non-traditional options based on collaborative effort require unusual cooperation and trust among school, college, and state licensing personnel. Cooperation and trust take time to build and are based on personal relationships. We must build in more time than we think we will need for any joint effort.
3. Patience is a necessary virtue. All three groups involve persons who are extremely busy. Substantive changes take place over years, not months. Planning must be long-range. Dictatorships can work very quickly.
4. To work together, each group must give up some control. Again, trust built over time is our best asset. We must continue to train ourselves in team building skills, including conflict resolution.
5. Because state agencies have the power to control the ultimate licensing process and thus teacher education programs, impetus for change may

need to be initiated from the state level. "Permission" must be granted to explore options.

6. We must rethink the traditional time and location frames for schooling. College and university Departments of Education and schools must educate those in charge to the demands required by meeting non-traditional time and location needs and to genuinely collaborate. It takes more people to run effective programs in various locales and in non-traditional time-frames.
7. Schools and institutions of higher education must become more politically astute and more politically active. This may be a particularly new role for private colleges and universities.
8. Technology can help us communicate among groups. Even a trip between places in the same community may take an hour or two of time needed elsewhere, when a FAXed message might meet the need with only a few minutes of expended time.
9. We must actively work to break our own stereotypes in order to allow all stakeholders involved in teacher education to be equal partners in the challenge. Persons with advanced degrees, for example, should not be seen as having all the answers. IHE's should work to break the "Ivory Tower" image.
10. We must not be paralyzed knowing we do not have all the answers neatly in place. We must be willing to live with some level of ambiguity and to recognize that there is no external perfect model for teacher preparation that we have yet to discover. We must continue to work toward implementation of what we know from the expanding knowledge base to be sound educational principles, including strong evaluation components.
11. All teacher preparation programs should be infused with information on how changes takes place in society and the role of teachers in that process. All

educators need to develop their skills in leadership, team process, and empathetic understanding of pressures other groups face.

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Appendix I

MINNESOTA STATE LICENSURE REQUIREMENTS COMPLEMENTING NON-TRADITIONAL MODELS FOR TEACHER PREPARATION

Dr. Judith A. Stetzler, Teacher Education Supervisor
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Current national and state reports regarding teacher preparation all suggest that a variety of models for the preparation of teachers be explored. The Board of Teaching takes very seriously its responsibilities for providing leadership in teacher education. Teacher education programs must be designed to prepare teachers who demonstrate knowledge of effective teaching behaviors that enhance student learning. At its annual fall planning seminar in September, 1986, the Board of Teaching studied future directions in teacher preparation. Presentations were made to the Board by persons who have served on national and state task forces that studied and developed reports on teacher preparation. The Board then addressed issues involved in the consideration of future teacher education programs and suggested standards to be applied for approval. The Board also endorsed the concept for several different models for teacher preparation in Minnesota. As a result, the Board provided the opportunity for institutions to request approval of experimental programs to explore alternatives that vary from existing rules.

The Minnesota Board of Teaching was created by the Minnesota Legislature in 1973. Since its inception, the Board has worked to provide leadership for improvements in teacher education programs and to assure that the state has well-qualified, professional teachers to guide Minnesota students to academic excellence.

The 11 member Board, appointed by the Governor, consists of six classroom teachers, one higher education faculty member, one school administrator, and three members of the public--two of whom must have spent some time on a local school board. Together, these teaching professionals determine the standards and practices that will serve the state's 48,000 teachers and 26 teacher preparation institutions.

The State Board of Teaching oversees the teaching profession in Minnesota by:

Establishing standards for teacher preparation institutions

Developing and creating criteria for the licensure of public school teachers in 26 teacher preparation institutions

Maintaining and overseeing 587 continuing education/relicensure committees in Minnesota school districts

Enforcing the Code of Ethics covering standards of professional teaching practices.

BACKGROUND

Rules of the Board of Teaching require that institutions which prepare persons for licensure in education be approved by the Board of Teaching. Institutions which have been approved may then request approval of licensure programs. Licensure is granted to persons who complete approved programs.

Each of Minnesota's twenty-six institutions which prepare persons for licensure in education is evaluated for continuing approval of institutional capability at least once in every ten-year period. This time frame is presently be reviewed with consideration being given to review occurring every five-years. Based upon a written report prepared by the institution, and the written report of findings and the recommendation of the evaluators, the Board of Teaching may grant initial or continuing approval to an institution to prepare persons for licensure in education. (See Appendix A for specific descriptions of *Approval of Minnesota Institutions to Prepare Persons for Teacher Licensure).*

The Minnesota Board of Teaching establishes and maintains the standards for teacher-licensure programs in twenty-six Minnesota institutions approved to prepare teachers. Program review occurs on a five-year cycle. See Appendix B for specific descriptions of *Approval of Teacher Licensure Programs in Minnesota Institutions Approved to Prepare Teacher).*

RULES FOR EXPERIMENTAL PROGRAMS

Teacher preparation institutions, seeking a variance to existing rules, were encouraged to submit proposals addressing the following criteria:

A Statement of Goals and Objectives

This criterion is needed and reasonable because it provides the framework upon which the program is designed.

A Description of the Proposed Program

This criterion is needed and reasonable because it provides evidence that standards for the approval of the proposed experimental programs are met.

(1) It is expected that the proposed program will serve as a model for possible replication. It is critical that any positive results gained through implementation of experimental programs be made available to the profession to enhance the knowledge base regarding teacher preparation.

(2) The proposed program will reflect current research in teacher education. During the past 25 years, major research programs have contributed to knowledge of learning and teaching. In education, as in other professions, the knowledge base is not entirely grounded in empirical evidence; rather, it reflects the collective judgments of respected members, scholars in underlying and related disciplines, persons served by the profession, and scholars building a base for practice. (Shulman, L.S. and Sikes, G. 1986. Teaching As A Profession. Paper presented for Carnegie Task Force.) This current and evolving research on learning and teaching provides the basis for supporting effective teaching practices. This knowledge base must be considered in future teacher education program decisions.

(3) The proposed program will have an ongoing research and development component. Currently, there is no research that indicates that a program of any specified structure results in more effective teachers. An ongoing research and development effort will provide information about the effectiveness of a variety of models for delivering teacher education.

(4) The proposed program will be designed so that it is significantly different in content and delivery from the currently approved program. The development of experimental programs to explore alternatives that differ from existing programs is encouraged by proposed amendments. (Subp. 8.a. and 8.b.). The redesign of existing curricula and delivery systems will be accommodated under current Subp.8.

(5) The proposed program will provide opportunities for persons enrolled in such programs to know and apply current research on educational effectiveness, since the program will be designed to reflect current research. Persons enrolled in such programs must know effective teaching strategies, why they are important, what results can occur, and when to employ particular strategies. Opportunities must be provided for persons to possess and practice knowledge of effective teaching behaviors that enhance student learning.

(6) The proposed program will provide opportunities for persons enrolled in such programs to have regular and systematic field experiences in schools that demonstrate knowledge and use of current research on educational effectiveness. It is in these settings that persons enrolled in teacher licensure programs will be demonstrating the application of current research on educational effectiveness. Since programs will be based on knowledge of effective learning and teaching, and persons enrolled in such programs will be expected to know and apply such research, the field-based settings in which application will occur must demonstrate knowledge and use of research on effective learning and teaching. Schools involved in the Minnesota Educational Effectiveness Program (MEET) support the implementation of research in their organizational and instructional process, and may serve as sites for such field experiences; however, this subpart is not intended to be limited to only those schools involved in MEEP.

(7) The proposed program will be cooperatively designed, implemented, and evaluated to ensure that elementary and secondary teachers participate as partners with teacher education faculty in the preparation of teachers. Lack of involvement by effective practicing teachers in substantive ways throughout teacher preparation has been a major constraint to effective teacher education programs. (Howey, K. R., Mathews, W.A., and Zimpher, N. L. 1985. Issues and Problems in Professional Development. North Central Regional Educational Laboratory). Teacher education faculty and school personnel must work together to develop, implement, and sustain positive cooperative relationships (Jones, D.W. 1986. "Successful Teacher Education Programs Depend Upon Cooperative Relationship Between Private/Public Schools and Colleges and Universities". Paper commissioned by the Coalition of Teacher Education Programs, University of Indiana.) To best educate effective teachers, teacher education faculty and school personnel must share the responsibility.

(8) The proposed program will provide opportunities for teacher education faculty to enhance effective teaching behaviors through staff development opportunities and that faculty will be enabled and supported in the change process. Change is not easy. The reconceptualization and restructuring of teacher education programs requires involvement of the teacher education faculty and is a complex developmental process. Faculty must be supported in designing plans for change, seeking knowledge and skills necessary to implement changes, and participating in implementing and evaluating changes (Whitmore, J. R., 1981. "Lessons Learned from Dean's Grants for the Restructuring of Teacher Education." Journal of Teacher Education, 23 (5), 7-13).

(9) Persons enrolled in experimental teacher education programs will complete the academic knowledge component of the licensure program. This requirement assures such persons that they will have completed the academic knowledge required in a field for which a licensure rule exists so that a license may be issued valid for that field of preparation.

A Description of the Annual Evaluation Procedures to be Used to Demonstrate Attainment of the Goals and Objectives.

This criterion is needed because it provides a plan by which the institution will evaluate its program and provides assurance to the Board of Teaching that internal evaluation of the experimental program will be conducted.

An Identification of the Board of Teaching Rule From Which the Institution Seeks Exemption.

Responsibilities of the Minnesota Board of Teaching

This criterion is needed because it provides the Board of Teaching with the appropriate reference to the rule for which a variance is requested.

Subp. 8.c. provides the Board of Teaching systematic review of approved experimental programs. It is expected that programs once approved are reviewed to ensure continuing compliance with the criteria under which approval was granted.

FOR FURTHER INFORMATION/REPORTS ON SELECTED ALTERNATIVE ROUTES TO TEACHER PREPARATION IN MINNESOTA

All the projects found that the long-term exposure in the schools was extremely beneficial and an important part. Students, cooperating-master teachers, and university faculty all cited this as being of high value.

The teacher mentors-cooperating provided significant assistance in each of the programs. Their value was evident and supported by all participants. Selection and training of mentors is a key component.

An important aspect of these programs is the degree of communication which takes place at a variety of levels (participants, university faculty, cooperating teachers-mentors).

CONTACT:

Southwest State University Exemplary Teacher Education Program
Dr. Joland Mohr, Chairperson
Department of Education
Southwest State University
Marshall, MN 56258
(507) 537-7120

Secondary K-12

This program prepared secondary education interns including candidates who already have the baccalaureate degree. These interns were placed with mentors in cooperating school districts and worked toward certification in a field-based preparation program.

Mentors were to be prepared in a summer workshop prior to the interns beginning the program. The summer workshop provided mentor preparation related to 19 topics such as learning theory, leadership, and the science of teaching.

Two University faculty participated in the program, one working off-campus at the school site at least 1/2 day per week. Mentors were to be given 1/2 day release time per week to work with their candidate.

The University of Minnesota Exemplary Teacher Education Program 1987
Dr. Dale L. Lange, Dean
College of Education
104 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, MN 55455
(612) 625-6806

Elementary Education (H. Hanson)

This program prepared post-baccalaureate elementary education students in three elementary schools in Minnetonka. Students are admitted into a Master's of Education program and receive at least 15 credits toward their degree. All methods courses were taught on-site with the cooperation of Minnetonka teachers. Each education student was assigned to a team comprised of college faculty and Minnetonka teachers.

Second Languages & Culture (C. Walker)

This program prepared post-baccalaureate teacher candidates for certification as secondary school second language teachers. Students enrolled enter the M. Ed. program, complete licensure requirements, and receive credits toward completion of the M. Ed. degree.

The program involves early and continuous field experiences in the Anoka-Hennepin school district four days per week, September through June. It is a 15-month program which includes two summer sessions. Program components include methods coursework, the 4 day/week clinical experience, and a special topics course. A research project is required by the end of the year.

University faculty (four) teach courses, design clinical experiences, teach special topics, and direct the program. A district Master teacher serves as a model for observation and evaluates teacher candidates. Cooperating teachers supervise and evaluate teacher candidates.

Partners in Alternative Teacher Education
Dr. Bernard Oliver, Dean
College of St. Cloud
St. Cloud, MN 56301
(612) 255-3023

The design of the PATE provided for a three-phased learning experience for teacher candidates in their senior year.

In phase one each team was to participate in a university-based course in which research and theory about instruction were discussed. Modeling by faculty and field-based observations were another aspect of this phase. Candidates were given opportunities to practice discrete instructional skills and receive formative evaluation feedback and support.

Phase two was an internship. Teacher candidates participated in a 16 credit team teaching experience with members of the learning team core groups.

Phase Three required candidates to return to the university after internship for a one quarter credit course. The purpose was to discuss theoretical principles as a context for understanding experiential data in phase two. A final field experience with the learning team provided opportunity to further apply skills.

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ADMISSION

Application Deadline: All materials must be received prior to:

November 1 to start in Spring Semester
April 1 to start in Summer Semester
July 1 to start in Fall Semester

To be considered for admission, candidates must provide:

1. Complete application forms and pay a credentials examination fee
2. An official copy of all graduate and undergraduate transcripts
3. Two letters of recommendation from work-related or academic sources
4. Miller Analogies Test score
5. A minimum cumulative GPA of 2.75 on a scale of 4.0 for all under-graduate work
6. Evidence of initial licensure if additional licensure is sought through graduate degree
7. A career plan to be used by the student and advisor in selecting courses appropriate to the student's needs
8. Test scores for all three components (reading, writing, and math) of the Pre-professional Basic Skills test
9. Students must also successfully complete a formal interview after the first semester of coursework before gaining full acceptance into the program

FOR MORE INFORMATION

If you would like more information concerning the College of St. Thomas' Master of Arts and/or licensure in Teaching, write or call:

Graduate Programs in Education,
Human Development, and
Professional Psychology
College of St. Thomas
2115 Summit Avenue, Mail #5017
St.Paul, Minnesota 55105-1096
(612) 647-5277, ext. 5821

The College of St. Thomas admits students of any race, color, and national or ethnic origin. 5/89

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GRADUATE ELEMENTARY TEACHER LICENSURE AND MASTERS OF ARTS IN CURRICULUM AND INSTRUCTION

The College of St. Thomas Graduate Programs in Education, Human Development, and Professional Psychology offers a program designed to provide professional preparation of grades 1-6 and K-6 teachers. Students have the opportunity to meet initial licensure requirements while earning credits toward a graduate degree.

Students may choose to earn licensure only or can complete three additional required courses to qualify for the Master of Arts in Curriculum and Instruction. The program is designed for persons who have satisfactorily completed a baccalaureate degree in a field other than education or for persons in education who wish to add an elementary or kindergarten-elementary endorsement.

Objectives

Through course work, laboratory experiences, seminars and students teaching or internship experiences in traditional and/or innovative settings, the graduate faculty of education assists the prospective teacher: (a) to understand fundamental historical and philosophical concepts related to various educational movements; (b) to realize the significance of various current cognitive theories of learning; (c) to develop teaching materials which will involve both teacher and student in the learning process; (d) to systematize behavioral objectives and anticipated results in the planning process of teaching; (e) to define specific behavioral changes by anticipating student needs in a dynamic society; (f) to emphasize the nature of the learner and evaluate behavioral changes in student attitude, interest, and knowledge; and (g) to research current practices in school organization and curriculum and implement them in the teaching-learning process.

Graduate Programs in Education, Human Development, and Professional Psychology encourages students to gain experience in working with young people in schools, social and recreational centers or rehabilitation agencies.

LICENSURE PROGRAM COURSE OF STUDY

Program Requirements:
Appropriate liberal arts background (see advisor for checklist)

ED 513T	Essential Elements of Education (and preclinical)	3 cr.
ED 516T	Computer Competencies (or demonstrated competency)	1 cr.
ED 610T	Theories of Cognition (and clinical)	3 cr.
ED 615T	Human Relations and Multicultural Education (and project)	3 cr.
ED 623T	Personal, Community Health, Alcohol and Drugs (first aid)	2 cr.
ED 701T	Developmental Reading in the Elementary School	3 cr.
ED 710T	Children's Literature	3 cr.
ED 596T	Methods, Media, and Measurement in Elementary Schools (and clinical)	3 cr.

Teaching of:

ED 596.1	Physical Education and Health	1 cr.
ED 596.2	Art	1 cr.
ED 596.3	Music	1 cr.
ED 596.4	Mathematics	2 cr.
ED 596.5	Science	2 cr.
ED 596.6	Social Studies	1 cr.
ED 596.7	Language Arts	1 cr.
		30 cr.

PLUS one of:

ED 520T	Student Teaching/ Seminar (one semester, unpaid)	6 cr.
ED 525T	Student Teaching Internship (when available: one year, partial pay provided by local district)	8 cr.
ED 533T	Student Teaching for Experienced Teachers	4 cr.

Option:
For persons interested in seeking a kindergarten endorsement in addition to license for grades 1-6:

ED 601T	Kindergarten Curriculum and Student Teaching	3 cr.

Course Sequencing:
This program is designed to meet the needs of adult learners for both quality and flexibility in programming. Coursework is offered in a variety of formats, including summers, daytimes, evenings, and weekends.

It is recommended that all students begin with the two courses ED 513 Essentials of Education and ED 615 Human Relations and Multicultural Education. During the term these two classes are being taken, students will apply for acceptance into the program and be assigned an advisor. Students will work out an individualized program sequence with the advisor.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

In addition to licensure:

ED 500T	Principles of Educational Research	3 cr.
ED 530T	Elementary Curriculum Trends	3 cr.
ED 750T	Introduction to Exceptionality	3 cr.

Additional Information
No student can be recommended for licensure until all program requirements have been completed. To be recommended, at least ten semester credits must be taken in professional education at the College of St. Thomas.

In addition to its elementary programs, the College of St. Thomas offers Middle School endorsement, Reading Licensure, and Secondary Licensure in 15 majors and 14 minors.

MASTER OF ARTS AND LICENSURE IN SECONDARY TEACHER EDUCATION

St.Thomas

St.Thomas
Graduate Programs in
Education, Human Development,
and Professional Psychology
2115 Summit Avenue
St. Paul, Minnesota 55105

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GRADUATE TEACHER LICENSURE AND MASTER OF ARTS PROGRAMS

The College of St. Thomas Graduate Programs in Education, Human Development, and Professional Psychology offers a Teacher Preparation Program with alternative M.A. sequences designated **Plan A** and **Plan B**. The program is designed to provide professional preparation for teaching licensure for the following subjects in secondary schools (grades 7-12):

15 Majors

- –Broad Area Science (Grades 5-9)
- –Earth Science (Geology)
- –English/ Language Arts
- –French
- –German
- –Health
- –Latin
- –Life Science (Biology)
- –Math
- –Physical Education
- –Physical Science (Chemistry/Physics)
- –Social Studies
- –Spanish
- –Speech
- –Speech/Theater Arts

14 Minors

- –Athletic Coaching
- –Chemistry
- –Earth Science (Geology)
- –English/ Language Arts
- –French
- –German
- –Health
- –Life Science (Biology)
- –Math
- –Physics
- –Spanish
- –Speech
- –Speech/Theatre Arts
- –Theatre Arts

Students wishing to secure a teaching license in a minor must possess a teaching license in a major or be concurrently seeking one.

According to Minnesota rule all secondary teachers with approved minors may teach up to a maximum of 50 percent of their academic assignment and have seven years from the date of initial licensure to upgrade to a major or lose the minor license.

Master of Arts Degree in Teaching

The Master of Arts program in Teaching (M.A.T.) provides students the opportunity to meet initial licensure requirements at the secondary level and, at the same time, to earn a graduate degree. It is designed primarily for those who did not complete licensure requirements while pursuing a baccalaureate degree, but who did complete an academic major in an area commonly taught in a junior or senior high school.

Two plans in the M.A.T. program lead to initial teacher licensure. Plan A (Internship Program) requires a minimum of two semesters and two summer terms. This program differs from Plan B in that it includes a salaried contractual relationship between the intern and a local school. Plan B (Student Teaching Program) requires a minimum of two semesters and one summer term, and substitutes one semester of full-day teaching for the internship.

Students admitted to Plan A, the Internship Program, will generally be expected to initiate their graduate study in January or June of their intern year. Students admitted to Plan B may start their professional preparation in June, September, or January.

Objectives

Through course work, clinical experiences, seminars, and student teaching or internship experiences in traditional and/or innovative settings, the graduate faculty of education assists the prospective teacher: (a) to understand grouping fundamental historical and philosophical concepts related to various educational movements; (b) to realize the significance of various current cognitive theories of learning; (c) to develop teaching materials which will involve both teacher and student in the learning process; (d) to systematize behavioral objectives and anticipated results in the planning process of

teaching; (e) to define specific behavioral changes by anticipating student needs in a dynamic society; (f) to emphasize the nature of the learner and evaluate behavioral changes in student attitude, interest, and knowledge; and (g) to research current practices in school organization and curriculum and implement them in the teaching-learning process.

Graduate Programs in Education, Human Development, and Professional Psychology encourages its students to gain experience in working with young people in schools, social and recreational centers, rehabilitation agencies, or other appropriate settings.

Within Graduate Programs in Education, Human Development, and Professional Psychology is a teacher preparation program leading to licensure only.

Licensure Program Course of Study

Required Courses

ED 513T	Essential Elements of Education (& preclinical)	3 cr.
ED 515T	Methods, Media, Measurement (& clinical)	3 cr.
ED 608T	(1-7) Special Methods (& clinical)	2 cr.
ED 520T	*Student Teaching/Seminar	6 cr.
ED 610T	Theories of Cognition (& clinical)	3 cr.
ED 615T	Human Relations & Multicultural Education (& project)	3 cr.
ED 623T	Personal, Community Health Alcohol & Drugs	2 cr.
ED 703T	Teaching Reading & Writing in the Content Area (& clinical)	2 cr.
Total credits needed for licensure		**24 cr.**

Required Sequence

1st Semester Apply to program
Take 6 credits:

ED 513T	Essential Elements of Education (& preclinical)	3 cr.
ED 615T	Human Relations & Multicultural Education (& project)	3 cr.

2nd Semester Formal Interview
Take 6-10 credits:

ED 515T	Methods, Media, Measurement (& clinical)	3 cr.
ED 610T	Theories of Cognition (& clinical)	3 cr.

(may take ED 703 and ED 608 (1-7) with permission)

3rd Semester
Take 6 credits:

ED 623T	Personal, Community Health Alcohol & Drugs	2 cr.
ED 608T	Special Methods (1-7, & clinical)	2 cr.
ED 703T	**Teaching Reading & Writing in the Content Areas (& clinical)	2 cr.

(Students who take 10 credits 2nd semester may student teach 3rd semester and take ED 623 for a total of 8 credits.)

4th Semester

ED 520T	*Student Teaching/Seminar	6 cr.

*Students must successfully complete ED 513, 615, 515, 703, 608(1-7), and 610 prior to enrolling in ED 520. Students may take ED 623 almost any semester.

**ED 608 and ED 703 require concurrent registration.

Plan A (Internship Program) Course of Study for M.A.T.

In addition to licensure:

ED 500T	Principles of Educational Research	3 cr.
ED 551T	Technology for Instruction	3 cr.
ED 525T	TeachingInternship/Seminar (2 semesters required) substitute for ED 520.	8 cr.

One of the following:

ED 505T	Social Foundations of Education	3 cr.
ED 506T	Historical Foundations of Education	3 cr.
ED 507T	Comparative Foundations of Education	3 cr.
ED 508T	Philosophical Foundations of Education	3 cr.
Total credits needed for M.A.T.		**35 cr.**

Plan B (Student Teaching Program) Course of Study for M.A.T.

In addition to licensure:

ED 500T	Principles of Educational Research	3 cr.
ED 551T	Technology for Instruction	3 cr.

One of the following:

ED 505T	Social Foundations of Education	3 cr.
ED 506T	Historical Foundations of Education	3 cr.
ED 507T	Comparative Foundations of Education	3 cr.
ED 508T	Philosophical Foundations of Education	3 cr.
Total credits needed for M.A.T.		**33 cr.**

In addition:
If a student is seeking to fulfill licensure requirements in a specific teaching major, additional courses in that major may be required. No student will be recommended for Minnesota licensure until all program requirements have been completed. At least 10 semester credits must be taken in professional education at the College of St. Thomas.

The College of St. Thomas offers Middle School endorsement, Reading Teacher programs, and Secondary Teacher Licensure.

Admission

Application Deadline: All materials must be received prior to:

November 1 to start in Spring Semester
April 1 to start in Summer Semester
July 1 to start in Fall Semester

To be considered for admission, candidates must provide:

1. Complete application forms and pay a credentials examination fee
2. An official copy of all graduate and undergraduate transcripts
3. Two letters of recommendation from work-related or academic sources
4. Miller Analogies Test score
5. A minimum cumulative GPA of 2.75 on a scale of 4.0 for all under-graduate work
6. Evidence of initial licensure if additional licensure is sought through graduate degree
7. A career plan to be used by the student and advisor in selecting courses appropriate to the student's needs
8. Test scores for all three components (reading, writing, and math) of the Pre-professional Basic Skills test
9. Successfully complete a formal interview after the first semester of coursework before gaining full acceptance into the program

For More Information

If you would like more information concerning the College of St. Thomas' Master of Arts and/or licensure in Teaching, write or call:

Graduate Programs in Education,
Human Development, and
Professional Psychology
College of St. Thomas
2115 Summit Avenue
St.Paul, Minnesota 55105
(612) 647-5277, ext. 5821

The College of St. Thomas admits students of any race, color, and national or ethnic origin.

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Extended Degree Programs . . .

The Extended Degree Programs offered through the Graduate Studies in Education and Community Services Department of the College of St. Thomas are structured to meet the academic needs of adults who seek to further their education and to fit into their demanding schedules. They are designed for career-oriented, working educators and provide for:

- flexible scheduling;
- internship opportunities;
- evening and weekend coursework;
- easy payment plans and financial assistance; and
- personalized attention.

The Extended Degree Programs help teachers and other educators develop the skills necessary to assume increased levels of responsibility, enhancing the opportunity for career advancement and changes. They allow the graduate student to pursue his or her professional education while maintaining ongoing responsibilities to family, work and the community.

Learning is optimized by keeping class size small, utilizing a variety of teaching methods and providing a balance of theory and practical applications.

The College of St. Thomas's Graduate Education Extended Degree Programs are accredited by the North Central Association of Colleges and Schools, and, for our programs in California and Tennessee, by the Western Association of Schools and Colleges and the Tennessee Higher Education Association respectively.

BLOOMINGTON PUBLIC SCHOOLS
Bloomington Mentor-Mentee Program
8900 Portland Avenue South
Bloomington, MN 55420

Marilyn Lindquist
Mentor Site Director
Telephone: (612) 887-9119

Bloomington Mentor-Mentee Program

As new teachers assume their role of teacher, as teachers change teaching assignments or school districts, there is a definite need for a mentor to assist these professionals. Recognizing this need, a cadre of Bloomington staff along with staff from the College of St. Thomas in St. Paul, a grant was written requesting funds appropriated by the Minnesota Legislature for this purpose. The Bloomington Schools received funding and was designated as one of eleven Minnesota Mentor Demonstration Sites. The Bloomington program is governed by an eleven member Mentor Governing Board and administered by a Mentor Site Director. Currently the program involves sixteen mentors and forty-three mentees.

The Bloomington Mentor Governing Board is comprised of the following eleven representatives: two elementary and two secondary teachers elected by their peers, one junior high teacher representing the Staff Development Advisory Committee, two mentors, the President of the Bloomington Federation of Teachers, a principal, the Director of Personnel and a teacher on special assignment from the Curriculum and Instruction Department who serves as the Mentor Site Director.

The Mentor Governing Board meets on a monthly basis and additional meetings are scheduled as situations occur. The role of the Mentor Governing Board is to provide focus and direction for the program. It oversees the functioning of the program and provides input and reactions on a regular basis. In addition, the board serves as a sounding board to participants and colleagues.

The purpose of the mentorship program is to unite experienced and newly hired teachers in smoothing the transition from theory to practice. The program also assists experienced teachers who are new to the district to become familiar with the school district, its programs, students, staff and community. Likewise, teachers who change teaching assignments may also receive assistance to become familiar with the new instructional program assignment.

Program goals have been established to reflect the purpose of the program. Specific goals have also been identified for mentors, mentees and administrators.

One of the early tasks of the Mentor Governing Board was to write a job description for mentors. In the Bloomington Schools, a mentor is defined as:

> **A career teacher with a minimum of seven years teaching experience in the Bloomington School District who remains in his/her regular teaching assignment while working with a probationary teacher called a "mentee".**

Staff who are interested in participating in the mentor program must apply by completing a written application, obtaining two recommendations (one from a colleague and the other from an administrator), prepare a ten minute video tape of their classroom instruction and share the video tape at the interview session conducted by the Mentor Governing Board. Mentors are identified on a yearly basis.

A detailed mentor job description can be found in the Bloomington Mentor-Mentee Handbook. Mentors are classroom teachers who receive a yearly stipend of one thousand dollars. Five major responsibilities include: being an advocate and role model, participating in mentor orientation and training, communicating to colleagues, serving as a demonstration/resource teacher and serving as a coach.

Mentees are probationary teachers as defined by the state. The Mentor Governing Board strives to pair mentors and mentees according to building and teaching assignment whenever possible. The ultimate purpose of the Mentor-Mentee Program is to improve the quality of instruction for Bloomington students and to assist new teachers as they assume their teaching responsibilities, adjust to the students, staff, school, school district, parents and community.

As the program was developed, a writing team identified a monthly activity guide for mentors and mentees. These suggested activities provide participants with topics to discuss which assist mentees to learn about the district and to prepare for upcoming responsibilities. Activities include such topics but are not limited to: preparing for initial parent contacts; discussing the involvement of paraprofessionals, aides and support staff; discussing mid-term progress report procedures and participating in a three-way conference of the mentor, mentee and administrator.

Training is a key component of the Bloomington Mentor-Mentee Program. Program participants receive periodic training throughout the year. Training sessions are primarily conducted by district staff development trainers. Training components are congruent with the Bloomington Staff Development Plan. Sessions are conducted on contract time as well as for inservice credit after the contractual day. Training sessions for mentors include such topics as communication skills, observation and conferencing skills, dealing with conflict resolution and problem solving. Mentees receive training on a myriad of topics which include: the Elements of Instruction, preparing and conducting parent

teacher conferences, classroom management, becoming familiar with and utilizing resources and learning about special services in the district and community.

During the 1989-90 school term the Mentor-Mentee Forum was established. As a result of needs assessment surveys, topics were identified by program participants. A Mentor-Mentee Forum inservice course is provided during fall, winter and spring sessions. Mentors, mentees, Mentor Governing Board and administrators are invited to attend these sessions. Topics for this year have included classroom management, self-concept and multicultural-gender fair issues.

Assessment of participants' needs, as well as training sessions to address those needs, is on-going. Plans are modified to meet people's identified areas for growth as the school year progresses. At the conclusion of the 1988-89 school year, a district survey as well as a state evaluation was administered to mentors, mentees, governing board members and administrators. The commendations include positive mentor and mentee relationships; confidence in mentor's ability, performance, guidance and support; mentor's influence in the one-to-one mentoring; mentor and mentee assigned to the same building; release time for classroom observations of mentor, mentee and joint observations by mentor and mentee of colleagues; training of mentors in classroom observations, conferencing, communication skills, conflict management and problem solving; training for mentees in the Elements of Instruction and classroom management; mentees understanding of their roles of responsibilities as teachers; leadership and management of the program provided by the governing board and site director.

During the 1989-90 school term, the focus on the areas for growth identified in the 1988-89 survey include: more training requested by mentees in the area of reporting to and working with parents; more mentor input and influence on the mentee's role in the community; and mentor-mentee partnerships identified prior to the opening of the 1989-90 school year.

The Mentor-Mentee Program is an opportunity for professional growth and development for all participants---mentors, mentees, Mentor Governing Board members and administrators. This mentor program has provided evidence that participants are involved in sharing, caring and growing professionally.

For further information please contact:

Marilyn Lindquist
Mentor Site Director
Bloomington Education Center
8900 Portland Avenue South
Bloomington, Minnesota 55420
612-887-9119

The Bloomington Mentor-Mentee Hanedbook is available for purchase by contacting Marilyn Lindquist. The cost of the publication is fifteen dollars which includes postage and handling.